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ABSTRACT

This book is a study of the diffusion and transformation of the kindergarten around the turn of the twentieth century, concentrating most centrally on the power of local cultures to respond to and reformulate borrowed ideas. Eleven case studies represent western and nonwestern national histories, various religious traditions, and a range of political systems, all of which embraced the kindergarten as a desirable educational form. The chapters are organized around three central themes: methods and routes of diffusion of kindergarten ideas, function of kindergarten in various political settings, and cultural transformation that had to occur at the classroom level for parents to send young children to school. Following an introduction, the chapters are: (1) "Children between Public and Private Worlds: The Kindergarten and Public Policy in Germany, 1840-Present" (Ann Taylor Allen); (2) "'The Letter Killeth': Americanization and Multicultural Education in Kindergartens in the United States, 1856-1920" (Barbara Beatty); (3) "The Kindergarten in England, 1851-1918" (Kevin J. Brehony); (4) "The Development of Kindergartens in Australia at the Turn of the Twentieth Century: A Response to Social Pressures and Educational Influences" (Margaret Clyde); (5) "The Missionary Kindergarten in Japan" (Roberta Wollons); (6) "The Chinese Kindergarten Movement, 1903-1927" (Limin Bai); (7) "Preschool Education in Poland" (Bogna Lorence-Kot and Adam Winiarz); (8) "The Kindergarten and the Revolutionary Tradition in Russia" (Lisa Kirschenbaum); (9) "Managing the Young Anarchists: Kindergartens and National Culture in Postcolonial Vietnam" (Thaveeporn Vasavakul); (10) "The Kindergarten in the Ottoman Empire and the Turkish Republic" (Benjamin C. Fortna); and (11) "Education and Culture in Early Childhood: A Revolution in Jewish Schooling, 1899-1948" (Shoshana Sitton). (Each chapter contains references.) (KB)

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